

Indiana's Response to Intervention Academy



Perfect Professional Learning
Communities

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Indiana's RTI Academy



*Perfect Professional
Learning Communities*

Outcomes...

- ❑ Become aware of, and understand that school reform and leadership have a research base.
- ❑ Share experiences of your participation on a highly functioning team.
- ❑ Acquire enough information to begin the development of PLC in your school.

Leadership Team Activity...

1. Think of a time that you were part of a highly effective leadership team and the reason(s) it was so effective.
2. Write the “experience” on the notecard.
3. Share your experience with a partner.

Correlates of Effective Schools

- ❑ Clear and Focused Mission
- ❑ Safe and Orderly Environment
- ❑ Positive Home/School Relations
- ❑ Climate of High Expectations
- ❑ Strong Instructional Leadership
- ❑ Frequent Monitoring of Student Progress
- ❑ Opportunity to Teach and Student Time on Task

Larry Lezotte

Definition of a Professional Learning Community (PLC)

Educators committed to working **collaboratively** in ongoing **processes** of collective inquiry and action research in order to achieve better results for the students they serve

DuFour

Definition of a Professional Learning Community (PLC)

PLC's operate under the assumption that the key to improved **learning** for students is continuous, job-embedded learning for educators.

DuFour, DuFour, Eaker, Many 2006

Characteristics of a PLC

- ❑ School mission, vision, values and goals
- ❑ Collaborative team focused on learning
- ❑ Collective inquiry into “best practices” and “current reality”
- ❑ Action oriented
- ❑ Commitment to continuous improvement
- ❑ Results orientation

DuFour

Advantages of Teachers Working in Collaborative Teams

- ❑ Gains in student achievement
- ❑ Higher quality solutions to problems
- ❑ Increased confidence among all staff
- ❑ Teachers able to support one another's strengths and accommodate weaknesses
- ❑ Ability to test new ideas
- ❑ More support for new teachers
- ❑ Expanded pool of ideas, materials, and methods

Judith Warren Little

Perfect Questions We Should Ask...

1. What do we expect them to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

DuFour

Focus on Results

Today's school leaders shift both their own focus and that of the school community for inputs to outcomes and from intentions to results.

DuFour, 2002

Pair-&-Share

1. Find a person that you do not know.
2. Discuss what it means to, “shift focus from inputs to outcomes and intentions to results.”
3. Together, decide what that means and put it in your own words.

This is NOT just another
NEW PROGRAM.

Rather, this is
a PERFECT
PROCESS!!!

Our Response...

1. Recommit to our mission – SUCCESS driven. Failure is NOT an option!
2. Build deeper knowledge of our craft.
3. Focus on what we have; not what we do not have.
4. Work collaboratively.
5. Work with urgency because special lives “hang in the balance.”